



## Olanta Elementary

P.O. Box 628  
Olanta, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	221 Students	
<b>Principal</b>	Rebecca M. Hobbs	843-396-4457
<b>Superintendent</b>	Beth M. Wright	843-374-8652
<b>Board Chair</b>	Mr. Richard Cook	843-394-8205

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	Below Average
2006	Average	Good
2005	Average	At-Risk
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

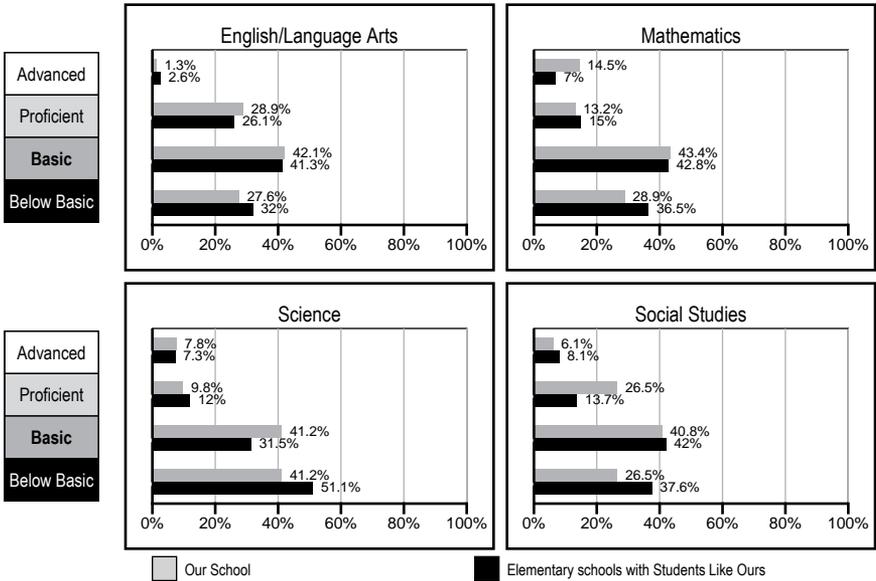
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	12	59	41

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=221)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Down from 3.9%	3.0%	2.3%
Attendance rate	96.3%	Up from 96.1%	96.0%	96.3%
Eligible for gifted and talented	12.6%	Up from 7.0%	3.8%	10.4%
With disabilities other than speech	10.7%	No Change	7.9%	7.5%
Older than usual for grade	1.2%	Down from 2.0%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=14)</b>				
Teachers with advanced degrees	35.7%	Up from 31.3%	54.7%	56.7%
Continuing contract teachers	50.0%	Down from 62.5%	70.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.3%	Down from 84.5%	83.4%	86.4%
Teacher attendance rate	89.3%	Down from 93.5%	95.0%	94.9%
Average teacher salary	\$40,638	Down 3.5%	\$43,916	\$45,345
Professional development days/teacher	19.4 days	Up from 15.0 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 15.9 to 1	16.8 to 1	18.5 to 1
Prime instructional time	83.4%	Down from 86.9%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,871	Up 2.3%	\$7,930	\$7,052
Percent of expenditures for instruction*	61.1%	Up from 58.9%	69.1%	69.1%
Percent of expenditures for teacher salaries*	58.4%	Up from 57.0%	63.1%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Olanta Elementary has had a very busy year. There were changes in our staff as well as the addition of TAP.

Olanta Elementary serves children in grades pre-K through fifth grade. We offer a positive learning environment where our students are encouraged to grow both academically and socially. Our vision describes the attitude that the teachers and staff strive for at Olanta Elementary, "OES Where Every Student Is A Star." We provide an environment where students feel safe, loved and truly have a sense of belonging. The administration and staff work hard to provide a rigorous curriculum which is based on the SC Curriculum Standards. Teachers implement differentiated instruction, hands-on learning, KAGAN strategies, and a balanced approach to the curriculum. The variety of instructional methods brings the curriculum alive for students and makes learning relevant to their lives.

In addition to our strong academic focus, we strongly encourage the growth of the whole child. During the 2007-2008 school year, our students excelled academically, while also growing in many other ways by focusing on service projects such as "Pennies For Patients," which supports the Leukemia Society, "Jump Rope For Heart," with proceeds going to the American Heart Association, and our own little "Giving Tree," which helps to clothe the needy.

Our community has played a very important part in our school this year. Support has grown with local church members coming in to serve as reading partners, donations of many different kinds, and increased support and input from our School Improvement Council.

We are so very thankful for the support that we have received from all of our stake holders this year. We look forward to the coming year knowing that our children will continue to learn, thrive, and grow under the loving care of our faculty and staff.

Becky Hobbs, Principal  
Dianne McKenzie, School Improvement Council Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	14	25	14
Percent satisfied with learning environment	92.9%	100.0%	85.7%
Percent satisfied with social and physical environment	100.0%	92.0%	85.7%
Percent satisfied with school-home relations	85.7%	91.7%	85.7%

\* Only students at the highest elementary school grade level and their parents were included.

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## School Improvement Status

## School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	<b>The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."</b>
HOLD	<b>The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	85	100	27.5	41.3	27.5	3.8	46.3	30.3	48.2	Yes	Yes
<b>Gender</b>											
Male	35	100	32.4	29.4	32.4	5.9	44.1	23.7	41.7	N/A	N/A
Female	50	100	23.9	50	23.9	2.2	47.8	37	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	29	100	7.4	40.7	44.4	7.4	63	46.2	60	I/S	I/S
African American	51	100	35.4	43.8	18.8	2.1	39.6	21.6	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	29.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	17	100	58.8	29.4	0	11.8	11.8	11	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	31.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	72	100	32.8	43.3	20.9	3	40.3	26.4	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	85	100	28.8	42.5	12.5	16.3	37.5	27.8	45.8	No	Yes
<b>Gender</b>											
Male	35	100	23.5	41.2	11.8	23.5	44.1	25.4	45.6	N/A	N/A
Female	50	100	32.6	43.5	13	10.9	32.6	30.2	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	29	100	7.4	40.7	11.1	40.7	55.6	46.6	59	I/S	I/S
African American	51	100	37.5	43.8	14.6	4.2	29.2	17.3	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	29.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	17	100	52.9	29.4	5.9	11.8	5.9	12.7	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	31.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	72	100	34.3	43.3	11.9	10.4	31.3	24.3	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	56	100	41.5	39.6	9.4	9.4	18.9	18.6	35.7	96.3	95.5
<b>Gender</b>											
Male	23	100	39.1	34.8	8.7	17.4	26.1	21.8	37.4	96.4	95.4
Female	33	100	43.3	43.3	10	3.3	13.3	15.4	33.8	96.1	95.6
<b>Racial/Ethnic Group</b>											
White	21	100	20	35	20	25	45	38.1	49.2	95.4	94.6
African American	32	100	53.3	43.3	3.3	0	3.3	8.2	17	96.6	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.3	98.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	7.4	24.9	96.9	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	82.6
<b>Disability Status</b>											
Disabled	11	100	72.7	18.2	0	9.1	9.1	14.3	14	94.6	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	87.6
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	7.7	24.4	97.1	96.4
<b>Socio-Economic Status</b>											
Subsided meals	47	100	50	38.6	4.5	6.8	11.4	15.3	21.1	96.2	95.4
<b>Social Studies</b>											
All Students	56	100	27.5	39.2	25.5	7.8	33.3	22.8	34	96.3	95.5
<b>Gender</b>											
Male	19	100	22.2	33.3	33.3	11.1	44.4	23.8	36.6	96.4	95.4
Female	37	100	30.3	42.4	21.2	6.1	27.3	21.8	31.3	96.1	95.6
<b>Racial/Ethnic Group</b>											
White	17	100	13.3	40	33.3	13.3	46.7	35.8	44.5	95.4	94.6
African American	35	100	31.3	37.5	25	6.3	31.3	15	19.1	96.6	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.3	98.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	24.1	27.5	96.9	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	82.6
<b>Disability Status</b>											
Disabled	12	100	58.3	33.3	0	8.3	8.3	15.3	14.4	94.6	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	87.6
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	26.9	27.3	97.1	96.4
<b>Socio-Economic Status</b>											
Subsided meals	47	100	33.3	38.1	21.4	7.1	28.6	19.3	21	96.2	95.4

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	33	100	22.6	38.7	38.7	0	38.7
	4	26	100	31.8	54.5	13.6	0	13.6
	5	24	100	33.3	28.6	28.6	9.5	38.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	32	100	29	32.3	35.5	3.2	38.7
	4	28	100	20	44	32	4	36
	5	25	100	33.3	50	12.5	4.2	16.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	33	100	38.7	48.4	9.7	3.2	12.9
	4	26	100	27.3	50	4.5	18.2	22.7
	5	24	100	23.8	52.4	19	4.8	23.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	32	100	35.5	45.2	6.5	12.9	19.4
	4	28	100	36	40	8	16	24
	5	25	100	12.5	41.7	25	20.8	45.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	17	100	46.7	46.7	0	6.7	6.7
	4	26	100	54.5	31.8	9.1	4.5	13.6
	5	13	100	50	30	10	10	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	16	100	37.5	50	0	12.5	12.5
	4	27	100	54.2	33.3	12.5	0	12.5
	5	13	100	23.1	38.5	15.4	23.1	38.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	16	100	37.5	50	12.5	0	12.5
	4	26	100	45.5	40.9	13.6	0	13.6
	5	12	100	70	20	10	0	10
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	16	100	26.7	40	26.7	6.7	33.3
	4	28	100	20	40	28	12	40
	5	12	100	45.5	36.4	18.2	0	18.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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